DOCUMENT RESUME

ED 050 716 JC 710 151

AUTHOR	Cohen, Irving
TITLE	Profile of BMCC's First Open Admissions Entry Class, Fall 1970.
INSTITUTION	City Univ. of New York, N.Y. Borough of Manhattan Community Coll.
PUB DATE	Apr 71
NOTE	48p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Performance, Admission (School), *Admission Criteria, *Educational Change, Family Characteristics, *Junior Colleges, *Open Enrollment, Racial Distribution, Socioeconomic Background, *Student Characteristics
IDENTIFIERS	*New York

ABSTRACT

The first Borough of Manhattan Community College open-admissions entry class of Fall 1970 was compared with previous classes. The following characteristics were studied: personal, academic, socioeconomic, and family. The massive influx of new students necessitated adaptive educational and administrative behavior. Evaluative research, which is planned to be continuous, was undertaken in three areas: educational challenge posed by the new student body; institutional response; and measurement of learning. (CA)

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

OFFICE OF INSTITUTIONAL RESEARCH

PROFILE OF BMCC'S FIRST OPEN ADMISSIONS ENTRY CLASS: FALL 1970

(A Study of the Characteristics and Academic Performance of Open Enrollment Entrants In Comparison With Previous Entry Classes)

JC 710 151

Prepared by: Irving Cohen
April 16, 1971

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 29 1971

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CONTENTS

	Page
Introduction	3
Summary of Findings	4
The Fall 1970 Semester Enrollment	9
Personal Characteristics of Open Admissions Entrants	13
Academic Characteristics of Open Admissions Entrants	18
Socio-Economic Characteristics of Open Admissions Entrants	25
Family Characteristics of Open Admissions Entrants	30
Academic Performance of Open Admissions Entrants During First Semester	35
1. Grade Point Averages	35
2. Credits Attempted	36
3. Withdrawals	37
4. Performance by High School of Origin	38
5. The Distribution of Grades	39

LIST OF TABLES

Table No.		Page
1	BMCC Total Day Session Enrollment, By Curriculum Fall 1970, Fall 1969 and Fall 1968 Semesters	11
2	BMCC Entry Freshmen, By Sex, Special Programs and Percent Distribution By Curriculum Fall 1970 and Fall 1968 Semesters	12
3	Selected Personal Characteristics of BMCC Entry Freshmen, Percent Distribution By Sex and Poverty Area Characteristics and Comparison With A.C.E. 2-year College National Norms Fall 1970 and Fall 1968 Semesters	16, 17
4	Selected Academic Characteristics of BMCC Entry Freshmen. Percent Distribution by Sex and Poverty Residential Area Characteristics and Comparison with A.C.E. 2-year College National Norms. Fall 1970 and Fall 1968 Semesters	21, 22
5	Average High School Averages, Verbal and Mathematics SAT Scores of BMCC Entry Freshmen. By Sex and Residential Area Characteristics. Fall 1970 and Fall 1968 Semesters. .	23
6	Selected Activities of BMCC Entry Freshmen Percent Distribution by Sex and Residential Area Characteristic Fall 1970 Semester	24
7	Selected Socio-Economic Characteristics of BMCC Entry Freshmen. Percent Distribution by Sex and Poverty Residential Area Characteristics and Comparison with A.C.E. 2-year College National Norms. Fall 1970 and Fall 1968 Semesters.	28, 29
8	Selected Family Characteristics of BMCC Entry Freshmen. Percent Distribution by Sex and Poverty Residential Area Characteristics and Comparison with A.C.E. 2-year College National Norms. Fall 1970 and Fall 1968 Semesters	32
9	Parental Occupations of BMCC Entry Freshmen. Percent Distribution by Sex and Poverty Residential Area Characteristics and Comparison with A.C.E. 2-year College National Norms. Fall 1970 and Fall 1968 Semesters	33, 34
10	Academic Background, Grade Point Averages at End of Fall 1970 Semester and Percent of Withdrawals: Total and in 2 or More Subjects All BMCC Entry Students by Sex and Residence. Fall 1970 Semester	42
11	Academic Background, Grade Point Averages at End of Fall 1970 Semester, All BMCC Entry Students, by Curriculum Fall 1970 Semester	43

LIST OF TABLES (continued)

Table No.		Page
12	Academic Background, Grade Point Averages at End of Fall 1970 Semester, BMCC College Discovery Entry Students and Urban Center Graduates, By Curriculum Fall 1970 Semester	44
13	Comparison of Entry Students in 27 Largest Feeder High Schools, Fall 1970 vs Fall 1968, Ranked By Number of Graduate Entrants at BMCC: Fall 1970	45
14	Academic Background and Scholastic Achievement at BMCC of Twenty-Seven Largest Feeder High Schools, Fall 1970 Ranked By Number of Graduate Entrants at BMCC	46
15	Percent Distribution of Grades, BMCC Entry Students, By Selected Subjects And By High School Grouping Fall 1970 Semester	47

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

OFFICE OF INSTITUTIONAL RESEARCH
Professor Irving Cohen

PROFILE OF BMCC'S FIRST OPEN ADMISSIONS ENTRY CLASS: FALL 1970

(A Study of the Characteristics and Academic Performance of Open Enrollment Entrants In Comparison With Previous Entry Classes)

INTRODUCTION

In fall 1970, the open admissions policy of the City University of New York (CUNY) became operative. At the Borough of Manhattan Community College (BMCC), 1653 new freshmen enrolled in the day session. This was 90% above the fall 1969 admissions level of 877 and three and a half times the total number of students enrolled (467) at the opening of the college six years ago in September 1964. This number also exceeded total day session enrollment for the first three years of the school's existence and towers close to 50% over the previous high point of 1123 new admissions in fall 1967.

The institutional impact on BMCC was traumatic. A mere six or seven months had been provided to prepare for this massive influx of new students, one-fifth of them with academic histories below usual college admissions standards. During this period, close to 40 new classroom teachers were hired. New classroom space had to be found in the heart of skyscraper New York. At fall opening, the student body was spread over four facilities, in four different locations, one of which was removed about 20 city blocks from the other centers.

New educational and administrative behavior was forced upon the college. A new intensive remediation, tutorial and counseling program was developed. The Office of the Dean of the College was enlarged to provide a deanship for remediation, buttressed by a number of coordinators. Class contact hours were extended in English Composition, Mathematics and modern languages to permit remediation within subject areas. All fall 1970 entry students were limited to 12 or 13 credit hour programs. Grading policies were revised to permit the student earning a D or F to convert his grade into a W or no penalty grade. A special, one month remediation program was conducted during the summer of 1970 for those open admissions entrants who seemed in greatest need of help in college preparation.

What is the net result of this expenditure of time, money and effort? How can we gauge the ability of the college to meet the educational challenge posed by the new student body? How do we measure the progress in academic competence, particularly, of those students with disadvantaged educational backgrounds? Can we provide any insight into the question of the validity and feasibility of a policy which opens college doors to any high school graduate, regardless of academic standing, who desires to continue his formal education?

Evaluative research was undertaken in three areas: (1) the educational challenge posed by the new student body: a comparative, longitudinal study of student characteristics, prior to and following open admissions (2) the institutional response: assessment of the effectiveness of the college's administrative and organizational reflexes (3)the measurement of learning: the evaluation of classroom performance of both teacher and student. The research in all its phases is planned to be continuous and on-going.

This study is a first report on open admissions student characteristics. It attempts to define the academic and socio-economic characteristics and educational behavior of the first open admissions class of fall 1970 and to compare these patterns with those of previous entry classes, particularly, that of fall 1968 which had been the subject of intensive study. *

Since the fall 1967 semester, entry freshmen students at BMCC have filled out an informational report form which supplements their academic records with personal, socio-economic data. In fall 1970, the open admissions entrants completed the identical questionnaires; over 96% of these survey forms were returned. These data make possible the comparisons of the various entry classes.

SUMMARY OF FINDINGS

The highpoints of this study are summarized under various headings.

Personal Characteristics

(a) Age. The open admissions student, with an average age of 19.8 years, was almost one year older than his predecessor. In fall 1968, the average age was 18.9 years. Poverty area residents were slightly older, averaging 20.1 years of age.

(b) Marital status. More open enrollees were married than previous entrants, the percentage rising more quickly among men than among women.

(c) Veteran status. There was a higher proportion (15.1%) of veterans among the BMCC fall 1970 male students than the national 2-year male college body (12.7%). This percent was four times higher than the fall 1968 BMCC percentage of 3.7%.

(d) Citizenship status. There were twice as many noncitizens in the open admissions group (10.8%) as in the fall 1968 group (5.4%) and five times as many as in the national norm of 2.1%.

(e) Birthplace. One-fourth of the open enrollees were born outside of the 50 states. In comparison with earlier classes, fewer were born in Puerto Rico but more came from the West Indies, Central and South America. There was little increase in the number of Cubans.

(f) Mobility. One-fourth (24.6%) of the fall 1970 entrants changed their residence within the past two years, a 10.2 percentage point rise over the fall 1968 movings.

(g) Ethnic origin. Two-fifths of all fall 1970 incoming students were black, one-fifth were of Puerto Rican or other Spanish origin, the remaining

* See the BMCC Office of Institutional Research study "Characteristics and Academic Achievements of BMCC Entry Freshmen: Fall 1968" dated April 1969.

two-fifths were of "other" origin. Oriental students comprised 3% or 4% of total entrants leaving whites as a minority of little over one-third of the open enrollment student body. Prior to open admissions ethnic distributions approximated one-third black, over one-quarter Puerto Rican or other Spanish, a small percentage of Asiatics and close to one-half whites.

Academic Characteristics

(a) Type of diploma received. One-third (35.1%) of the open enrollees had academic diplomas in contrast to the three-fifths (58.6%) of the fall 1968 entrants. The proportion of general diplomas and general equivalency diplomas more than doubled during the period.

(b) Type of high school attended. Open admissions had the effect of reducing by one-third the percentage of students who had attended parochial schools (primarily academic), dropping from 20.2% in fall 1968 to 14.0%; private non-sectarian (academic) school graduates fell to less than 2% from their previous 4% level.

(c) Standing in high school graduating class. There was a pronounced slippage from the mid-deciles to the bottom 8th, 9th and 10th deciles in high school graduate standing.

(d) High school averages. The average high school averages of the fall 1970 entrants fell 5.5 percentage points below the fall 1968 level. 21% entered with high school averages below 70%. The slippage in the averages of the male students was greater than among the females. Also the decline was more pronounced among nonpoverty area residents than among poverty area residents.

(e) Verbal SAT scores. Average verbal SAT scores for those open admissions enrollees who took these examinations were 46 points below the fall 1968 scores, falling from 421 to 375. Males from poverty areas showed the sharpest fall-off.

(f) Mathematics SAT scores. The decline in average mathematics SAT scores was 44 points, dropping from 440 in fall 1968 to 396 in fall 1970. The drop in scores for males was twice as large as for females and about two-thirds as precipitous for poverty area residents.

(g) Time span between high school graduation and college entrance. The open admissions student was out of high school an average of three quarters of a year longer than his predecessor before entering college. In fall 1968, over 90% of the entrants came directly from high school; in fall 1970, this percentage had fallen to 75%. One in 8 (12.7%) of the open admissions enrollees had been out of school for more than two years; only 3 out of 100 of the previous entrants had been out so long.

(h) Activity before entering BMCC. Three out of ten open admissions students (28.9%) were not in school before coming to BMCC in fall 1970: 18% were working, another 2% were looking for work, 2½% were in the armed services. There were marked contrasts between the males and females in this respect. Less than two-thirds of the males (62.5%) against over three-fourths of the females (76.9%) were in high school. 24% of the males were either working or looking for work in contrast to the 16.6% of the females.

(i) Curriculum choices. More open admissions students opted for business careers than previous entry students. There was, however, a reversal in the overall trend of the past few years away from transfer programs. Less students (both male and female) in the regular programs were interested in Liberal Arts courses; however, more students in the special programs (e.g. College Discovery and Urban Center graduates) wanted the Liberal Arts curriculum. There was a falling off in enrollment in the Business transfer courses with an increase in the regular Accounting curriculum. Social Service and Urban Planning were more popular.

(j) Planning further education after graduation. There was a slight decline in the proportion intending to continue their formal education after graduating from BMCC but a larger increase in the number of undecided between fall 1968 and fall 1970. There was also a decline in the number intending to make their life careers in their current curriculum.

Socio-economic Characteristics

(a) Household income. The average (mean) income of the open admissions student body was $6824. In fall 1968, the comparable figure was $6517. In real money terms, however, the $6517 income translates to $7423 in 1970 dollars, indicating a loss of $599 in real income. Fourteen percent of the fall 1970 student households had income below $3000 a year, 33% below $5000, 55% below $7000, and a total of 67% below $8000. The comparable ACE national norm for parental income of 2-year college entry freshmen was 33% below $8000 a year, half the BMCC level. At the other extreme, over half (51.5%) of the national family income were in the $10,000 a year and over group, for BMCC, this percentage fell to less than 1 in 5 (18.5%).

(b) Poverty area residence. Over half (57%) of all open admissions students lived in officially designated poverty areas, a 10% increase over the fall 1968 percentage.

(c) Work experience. Two-fifths (39.5%) of the open enrollees had worked full-time. This was a 14 percentage point increase over the fall 1968 experience (25.6%). The group without any work experience whatever fell from 14.5% in fall 1968 to 9.8% in fall 1970.

(d) Work plans while studying at BMCC. Two out of 3 open admissions students (64.0%) stated they will have to work while in college: 18% to help the family out and 22% because they have to support themselves. This is a three fold rise over fall 1968 in the need for self-support (8%).

(e) Current living arrangements. The overwhelming number of open admissions students (86.9%) lived with their parents. About 6% either lived alone or with roommates (proportionately twice as many males as females in this category) and another 7% were married and living with their spouses (the males and females in equal proportions). There was very little difference between poverty and nonpoverty area residents in these categories.

(f) Living on campus. Seventy percent stated they would not like to live on campus and 30% felt they would like to do so. Most students (36%) were able to get to school in less than an hour and over half (56%) in less than 45 minutes.

Family Characteristics

(a) Highest formal education of father. Just over half (50.9%) of all the fathers of the fall 1970 entrants had some high school training. This is in line with previous experience and the ACE national 2-year college norm. Differences between the BMCC entrants (prior to and following open admissions) and the national norm is found at both extremes of the educational scale. Over one-third of the BMCC fathers completed their formal education with grammar school, twice the national proportion of 15.9%. Whereas nationally, 31% of the fathers had some college or postgraduate schooling, only 12% of the BMCC fathers had this training.

(b) Highest formal education of mother. Three out of five of the BMCC mothers (prior to and following open admissions) had a high school background, also, in line with national norms. Somewhat fewer BMCC mothers than fathers ceased their formal education with grammar school but their number still far exceeded the national norm for mothers. The open admissions mothers had more college training than the mothers of previous entrants but the BMCC level of 8% of all mothers in this category was one-third the level of the national norm of 24%.

(c) Other family members in school. One-third of the siblings of the open admissions students (34.5%) were in elementary school, one-fifth (20.8%), in junior high school, 20% in high school, 15% in college and 1½% in postgraduate schools. In contrast with previous entry classes, the proportion of siblings in high school fell but the percentage in college rose a few percentage points.

(d) Most common language spoken at home. In one-fourth of the open enrollment homes (26.6%) English was not the most common language spoken at home. In 20%, Spanish was the most common language. There was, however, a decided increase in the primary use of English at home as this usage rose from 64% of the homes in fall 1968 to 73% in fall 1970, mainly at the expense of Italian, Yiddish, Chinese and Slavic languages.

(e) Father's occupation. Most of the fathers of the open admission students were skilled workers (37.2%) but this was a 8½ percentage decline from 45.9% in fall 1968. Unemployment was greater as was the number of retired and deceased.

For all practical purposes, the entire open admissions student body were New York City residents. In fall 1970, 99.2% of the entrants lived in the five boroughs, a small rise from the 98.6% of fall 1969. It is interesting that the percentages of students from Manhattan dropped while representation from Brooklyn, Queens and Staten Island rose. The number of students from the Bronx also declined, as the following tabulation indicates:

Location	Percent of Entry Freshmen		Percentage Point changes: '69 to '70
	Fall 1970	Fall 1969	
All Students	100.0	100.0	
Bronx	17.6	20.0	(2.4)
Brooklyn	23.1	21.5	1.6
Manhattan	34.7	36.4	(1.7)
Queens	22.4	20.2	2.2
Staten Island	1.4	0.5	0.9
New York City - total	99.2	98.6	0.6
Outside New York City	0.8	1.4	(0.6)

( ) = declines

TABLE 1 BMCC TOTAL DAY SESSION ENROLLMENT AND ENTRY FRESHMEN ENROLLMENT, BY CURRICULUM
FALL 1970, FALL 1969 AND FALL 1968 SEMESTERS

CURRICULUM	ALL STUDENTS FALL 1970	ALL STUDENTS FALL 1969	ALL STUDENTS FALL 1968	ENTRY STUDENTS FALL 1970	ENTRY STUDENTS FALL 1969	ENTRY STUDENTS FALL 1968	PERCENT INCREASE IN ENTRY STUDENTS FALL 1970 over FALL 1969	PERCENT INCREASE IN ENTRY STUDENTS FALL 1970 over FALL 1968
All Students	3660	2572	2546	1653	877	857	88.5	92.9
Transfer - total	1900	1250	1452	787	306	437	157.2	80.1
Business Transfer	196	171	215	91	54	55	68.5	65.5
Educational Assistant	138	-	-	3	-	-	*	*
Library Technology	8	-	-	7	-	-	*	*
Liberal Arts	1173	909	1133	463	154	306	200.6	51.3
Recreation Leadership	77	62	52	47	35	28	34.3	67.9
Social Service	261	91	51	143	49	47	191.8	204.3
Urban Planning	47	17	1	33	14	1	135.7	*
Business Career - total	1077	842	863	587	332	275	76.8	134.5
Accounting	258	186	175	137	79	52	73.4	163.5
Advertising	28	40	71	18	-	5	*	260.0
Business Management	141	119	75	34	82	32	(58.5)	6.3
Banking	19	15	26	15	-	3	*	400.0
Data Processing	240	189	226	125	52	69	140.4	81.1
Marketing	44	70	69	32	-	2	*	*
Secretarial Science	347	223	221	226	119	112	90.0	101.8
Health Service Career - total	558	408	231	252	239	145	5.4	73.8
Inhalation Therapy	66	47	28	33	29	27	13.8	22.2
Medical Records Technology	47	42	26	20	32	24	(37.5)	(16.7)
Medical Emergency Tech.	49	73	27	28	28	14	-	100.0
Mental Health Technology	73	40	-	43	39	-	10.3	*
Nursing	323	206	150	128	111	80	15.3	60.0
NONMATRICULATED STUDENTS	125	72	-	27	-	-		
Special Programs as % total	19.8	15.9	12.1	18.6	18.4	23.2		

* No base for computing percentages
( ) declines

TABLE 2 BMCC ENTRY FRESHMEN, BY SEX, SPECIAL PROGRAMS AND PERCENT DISTRIBUTION BY CURRICULUM
FALL 1970 AND FALL 1968 SEMESTERS

CURRICULUM	ALL STUDENTS FALL 1970	ALL STUDENTS FALL 1968	MALE STUDENTS FALL 1970	MALE STUDENTS FALL 1968	FEMALE STUDENTS FALL 1970	FEMALE STUDENTS FALL 1968	STUDENTS IN SPECIAL PROGRAMS FALL 1970	STUDENTS IN SPECIAL PROGRAMS FALL 1968
ALL STUDENTS	(N=1653)	(N=857)	(N=656)	(N=284)	(N=997)	(N=573)	(N=337)	(N=199)
TRANSFER CURRICULA	48.4	51.0	57.7	67.7	42.1	43.0	68.1	70.4
Business Transfer	5.6	6.4	10.1	15.2	2.5	2.1	5.4	9.5
Education Assistants	0.2	-	-	-	0.3	-	1.0	-
Library Technology	0.4	-	0.2	-	0.5	-	0.3	-
Liberal Arts	28.5	35.7	33.3	42.7	25.3	32.7	41.6	33.8
Recreation Leadership	2.9	3.3	3.8	5.3	2.3	2.2	2.7	3.0
Social Service	8.8	5.5	7.1	4.2	10.0	6.0	16.4	23.6
Urban Planning	2.0	0.1	3.2	0.3	1.2	-	0.7	0.5
BUSINESS CURRICULA	36.1	32.1	34.1	25.0	37.5	36.0	24.6	22.1
Accounting	8.4	6.1	11.7	8.1	6.2	5.0	6.1	2.5
Advertising	1.1	0.6	1.5	1.1	0.9	0.3	0.3	1.0
Banking	0.9	0.3	4.6	0.3	0.4	0.3	0.3	2.0
Business Technology n.e.c.	2.1	3.8	1.7	6.0	0.4	2.6	3.0	2.5
Data Processing	7.7	8.1	11.1	9.2	5.4	7.4	8.5	6.5
Marketing	2.0	0.2	3.5	0.3	1.0	0.2	1.0	0.5
Secretarial Science	13.9	13.0	-	-	23.2	20.2	5.4	7.1
HEALTH SERVICE CURRICULA	15.5	16.9	8.2	7.3	20.4	21.0	7.3	7.5
Inhalation Therapy	2.0	3.2	3.4	4.9	1.1	2.2	1.3	1.0
Medical Emergency Tech.	1.7	1.6	1.3	1.4	1.9	1.7	3.0	0.5
Medical Records Tech.	1.2	2.8	0.3	0.3	1.8	3.9	0.7	-
Mental Health Tech.	2.7	-	2.4	-	2.9	-	0.3	-
Nursing	7.9	9.3	0.8	0.7	12.7	13.2	2.0	6.0

* n.e.c. - not elsewhere classified

PERSONAL CHARACTERISTICS

(Reference: Table 3, page 16)

(1) Age Characteristics

Whereas nationally, according to the American Council on Education norm for 2-year colleges, 60.2% of all college entrants in fall 1970 were 18 years of age, only 37% of the BMCC open admission students were in this age group. In this respect, the fall 1970 entrant was markedly different from his fall 1968 counterpart; in that semester, 62.9% of all entrants were in this age bracket.

At the other end of the spectrum, 25% of the BMCC open enrollment freshmen were 20 years or older in contrast to the 11% of the fall 1968 entrants and 18% of the freshmen in the national norm sample. On average, the fall 1970 entrant was almost one year older (19.8 years) than his predecessor in fall 1968 (18.9 years). Poverty area residents were slightly older (20.1 years of age). In the last semester, there were proportionately more women than men in the age groups from 16 to 20 years; in the age group between 21 and 25 years, there were four times as many men as women but women were preponderant in the ages 26 years and over. Poverty area residence is identified by address within those areas designated as poverty by the New York City Council Against Poverty.

(2) Marital Status

The percentage of married students multiplied three times from 2.1% in fall 1968 to 6.1% in fall 1970. The sharpest rise was among men, mainly from nonpoverty areas.

(3) Veteran Status

There were about one-fifth more veterans among the open enrollment students (15.1% of all males) than in the national 2-year sample (12.7% of all males). The open admissions percentage also represents a four-fold increase over the fall 1968 male entrant proportion of 3.7%. Among poverty area veterans, there was a ten-fold increase, rising from 1.5% in fall 1968 to 15.2% in fall 1970.

(4) Citizenship Status

Almost all entrants (97.9%) in the national sample had United States citizenship. This percentage fell to 89.2% for the BMCC open enrollee and represents a 5.4 percentage point decline from fall 1968. There was no material difference in the characteristics of male, female, or poverty area resident in this respect.

(5) Birthplace

One fourth (24.6%) of the open enrollees were born outside of the 50 states, roughly equal to the proportion of the past few years. The percentage was higher among poverty area residents, amounting to 3 out of ten students (29.3%).

While the overall ratios remained the same, there were interesting variations in countries of origin. The number born in Puerto Rico fell from 11.4% in the fall 1968 class to 10.2% in fall 1970 but this decline was exclusively among male students and poverty area residents. The sharpest rise was among those from the West Indies; in this instance, the increase was concentrated among women and poverty area students. As a matter of fact, the percent of males born in this area fell from 6.8% in fall 1968 to 4.9% in fall 1970. There was a similar rise in students born in South America. Asian students were less, primarily because of the decline among women; in this instance, also male representation was greater than two years ago. There were less students born in West Europe and more born in East Europe in fall 1970 than in fall 1968.

(6) Mobility

Overall, there seemed to be no change in the mobility of the new entrants. However, one-fourth (24.6%) of the fall 1970 entrants changed their residence within the past two years, a 10.2 percentage point rise over the fall 1968 movings. At the other extreme, there was a marked decline in the percentages of persons among all groups living in the same residences for ten years or more.

(7) Ethnic Origin

A survey of the ethnic characteristics of career students based on teacher counts of students in their classes, revealed that two-fifths (39.3%) of all incoming freshmen were black, one-fifth (20.6%) were of Puerto Rican or other Spanigh origin, the remaining two-fifths (40.1%) were of "other" origin, mainly white, with 3% or 4% Orientals in this group.

There were marked differences between first and second year students. The percentage of blacks rose from 33.2% among second year students to 42.1% among open admissions entrants, the ratio of Spanish students fell from 23.6% to 19.2% and other students from 43.2% to 38.7%.

A far higher percentage of women were black (42.5%) than men (32.6%). Half of the men were white (50.2%) against about one-third of women (35.3%). More women were of Spanigh origin (22.2%) than men (17.2%).

These data on the students in the sample are summarized as follows:

Class of Students	Total Number	Ethnic Origin as Percent Total		
		Black	Spanish	Other
All Students	1755	39.3	20.6	40.1
First Year	1201	42.1	19.2	38.7
Second Year	554	33.2	23.6	43.2
Male Students	564	32.6	17.2	50.2
First Year	376	35.6	15.4	49.0
Second Year	188	26.6	20.8	52.6
Female Students	1191	42.5	22.2	35.3
First Year	825	44.8	20.9	34.3
Second Year	366	36.8	24.6	38.3

TABLE 3 SELECTED PERSONAL CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Age Characteristics	(N=1594)	(N=803)		(N=645)	(N=263)		(N=949)	(N=540)		(N=860)	(N=383)
16 years	0.6	0.2	0.1	0.2	-	0.1	0.8	0.4	0.1	0.7	0.5
17 years	18.4	10.7	2.6	16.7	5.7	1.9	19.7	13.1	3.5	16.4	6.7
18 years	37.0	62.9	60.2	29.0	62.7	55.9	42.3	63.0	65.5	34.9	60.4
19 years	19.0	15.4	18.9	21.1	19.8	21.7	17.7	13.3	15.5	21.4	18.6
20 years	6.7	3.9	3.9	8.7	5.7	4.6	5.4	3.0	3.1	7.4	4.4
21-25 years	9.7	3.4	3.1	16.8	3.8	10.6	4.6	3.1	5.0	9.5	3.4
26-30 years	2.7	0.6	(	2.5	0.8	(	2.8	0.7	(	3.3	1.0
31-40 years	3.1	2.1	(6.2	3.1	0.8	(5.2	3.2	2.8	(7.3	4.4	3.9
41 years or older	2.8	0.6	(	1.9	0.8	(	3.5	0.6	(	2.0	1.0
Age 26 years or older	8.6	3.3	6.2	7.5	2.4	5.2	9.5	4.1	7.3	9.7	5.9
Average Age	19.8	18.9		19.8	18.8		19.7	18.9		20.1	19.4
Marital Status	(N=1540)	(N=798)		(N=621)	(N=259)		(N=919)	(N=539)		(N=837)	(N=382)
Single	92.1	96.2		90.2	96.1		93.5	96.2		91.4	94.0
Married	6.1	2.1		8.5	2.7		4.4	1.9		6.8	3.4
Other	1.8	1.7		1.3	1.2		2.1	1.9		1.8	2.6
Veteran Status	(N=1556)	(N=514)		(N=616)	(N=10)		(N=940)			(N=399)	(N=306)
Have veteran status	5.9	1.2	7.3	15.1	3.7	12.7	-	-	0.6		1.5
U.S. Citizenship	(N=1538)	(N=811)		(N=641)	(N=267)		(N=947)	(N=544)		(N=388)	(N=388)
Have U.S. Citizenship	89.2	94.6	97.9	89.1	95.1	97.6	89.3	94.3	98.3	88.9	94.4
Not a citizen	10.8	5.4	2.1	10.9	4.9	2.4	10.7	5.7	1.7	11.1	4.6

(continued)

TABLE 3 (continued) SELECTED PERSONAL CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Birthplace	(N=1558)	(N=799)		(N=632)	(N=261)		(N=926)	(N=538)		(N=864)	(N=384)
New York State	68.3	69.6		69.9	70.9		67.1	69.0		63.3	62.5
Other U.S. States	7.1	8.8		7.3	6.5		7.0	9.9		7.4	10.7
Puerto Rico	10.2	11.4		10.0	13.4		10.4	10.4		14.4	17.4
Cuba	1.3	1.1		0.8	1.5		1.6	0.9		1.5	2.1
West Indies	4.7	0.9		4.9	0.8		4.6	0.9		5.2	1.0
Central America	1.2	2.0		0.9	1.5		1.3	2.2		1.9	0.3
South America	3.2	0.9		2.2	0.8		3.9	0.9		2.9	1.3
East Europe	1.1	0.6		1.6	-		0.8	0.9		0.6	0.3
West Europe	1.3	2.6		0.5	3.4		1.9	2.2		1.3	2.1
Asia	1.3	1.9		1.3	0.8		1.3	2.4		1.3	2.3
Africa/Israel	0.3	0.3		0.6	0.4		0.1	0.2		0.2	-
Length at Current Residence	(N=1551)	(N=804)		(N=626)	(N=264)		(N=925)	(N=540)		(N=849)	(N=384)
Less than 1 year	9.5	7.7		9.3	6.8		9.7	8.1		8.5	6.0
Between 1 and 2 years	15.1	7.7		16.8	8.0		13.9	7.6		14.3	7.0
Between 2 and 3 years	8.3	8.3		7.2	7.2		9.1	8.9		9.2	8.1
Between 3 and 4 years	7.1	7.5		7.7	6.1		6.7	8.1		8.0	8.9
Between 4 and 5 years	6.9	7.2		6.5	6.8		7.1	7.4		8.4	7.3
Between 5 and 10 years	18.8	21.6		17.7	25.8		19.6	19.6		18.2	22.7
10 years and over	34.3	39.9		34.8	39.4		33.9	40.2		33.4	40.1
Average length in years	7.6	7.6		7.6	7.7		7.6	7.5		7.5	7.7

ACADEMIC CHARACTERISTICS

(Reference: Tables 4, 5 and 6, pages 21, 22, 23 and 24)

(1) Type of Diploma Received

There was a sharp fall off in the percent of students with academic diplomas, falling from 58.6% in fall 1968 to 35.1% in fall 1970. The greatest declines were among male students and poverty area residents. General equivalency diplomas multiplied more than three-fold in these two years and the proportion of students with general diplomas doubled from 15% in fall 1968 to 31.7% in fall 1970. (See Table 4)

(2) Type of High School Attended

In the years between fall 1968 and fall 1969, there was a marked movement towards the public high schools. Entrants from parochial schools were reduced by a third from 20.2% in fall 1968 to 14.0% in fall 1970. Among poverty area residents, half as many were parochial school graduates in 1970 as in 1968. Similar cutbacks were experienced among private nonsectarian graduates. These reductions brought the BMCC experience closer in line with national norms. (See Table 4)

(3) High School Averages

The average high school average of the open admissions entrant was 73.5%. This was 5.5 percentage points below the 79.0% average of the fall 1968 entrant. 20.5% of all 1970 entrants had high school averages below 70%. The greatest declines occurred among male students, primarily from non-poverty area residents, as the following table indicates:

Average High School Averages of BMCC Entrants

	Fall 1970	Fall 1968	Percentage Point Declines
All Students	73.5	79.0	5.5
Male Students	70.5	76.2	5.7
Female Students	75.1	79.9	4.8
Poverty Area Residents	73.4	78.8	5.4
Nonpoverty Area Residents	73.6	79.8	6.2

Female students persisted with higher averages than males in both periods and suffered less fall-off in their school average.

There was only slight difference in high school averages achieved by male or female students or by poverty or nonpoverty area residents among the respective groups of students who had high school averages of 70% and over and those who had below 70% average. (See Table 5).

(4) Verbal and Mathematics SAT Scores

Even though College Entrance Examination scores were not required for admission in fall 1970, approximately 20% of open admissions students took the verbal and mathematics Scholastic Aptitude Tests (SAT). There were sharp declines in 1970 from the 1968 levels in both tests, with the greatest fall-offs experienced by male students, primarily poverty area residents. The average verbal SAT score of fall 1970 entrants was 375,an 11% decline from the 421 average of fall 1968. The average mathematics SAT score slipped 10% during this period, falling from 440 in fall 1968 to 396 in fall 1970.

On average, the verbal scores of male and poverty area students fell by 12% while those of the females were 10% less. The women suffered a small percentage decline of 5% in their math scores but the fall-off in male scores was 17% and in poverty area resident scores 12%.

A comparison of SAT scores for fall 1970 and fall 1968 is shown in the following table:

	Average SAT Scores			
	Verbal Scores		Mathematics Scores	
	Fall 1970 (N= 327)	Fall 1968 (N=421)	Fall 1970 (N=327)	Fall 1968 (N=421)
All Students	375	421	396	440
Male Students	374	430	398	474
Female Students	376	416	393	420
Poverty Students	367	412	383	433
Nonpoverty Students	384	432	416	445

There were little differences between the male and female verbal scores but differences were more pronounced between poverty and nonpoverty area residents. Male students scored substantially higher than females in math and differences were milder between poverty and nonpoverty area residents.

On average, students who had high school averages of 70% and over scored about 35 percentage points higher in both the verbal and math SAT tests. In practically all instances, residents of nonpoverty areas scored higher than poverty area residents. (See Table 5).

(5) Time Span Between High School Graduation and College Entrance

Whereas over 90% of the fall 1968 entry class came directly from high school, only 75% of the open admissions entrants did so. On average, the open admissions student let one and a quarter years elapse before entering college after graduating high school. Previous entrants were out an average of 6 months. One in 16 (6.4%) open enrollees were out of high school for 10 years before returning to college. In 1968, 5.8% of all entrants were out of high school 1½ years or more, the rest were out for less time.

TABLE 4 (continued) SELECTED ACADEMIC CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Time Span Between H.S. Graduation and College Entrance	(N=1515)	(N=781)		(N=607)	(N=256)		(N=908)	(N=525)		(N=821)	(N=367)
Up to 9 months	74.9	90.5		66.1	88.7		80.6	91.5		73.4	89.1
9 months	2.6	1.2		3.8	1.6		1.8	1.0		3.0	1.1
1 year	5.9	3.2		6.8	5.5		5.5	2.1		6.2	3.0
1½ years	1.0	0.3		1.8	0.8		0.4	-		1.0	-
2 years	2.9	1.3		3.3	1.6		2.6	1.1		3.7	1.6
2½ years	0.7	(		1.2	(		0.3	(		0.5	(
3 years	1.5	(		2.5	(		0.9	(		1.2	(
3½ years	0.5	(		0.7	(		0.3	(		0.6	(
4 years	1.7	(		3.3	(		0.7	(		1.6	(
4½ years	0.5	(2.8		0.8	(1.9		0.3	(3.2		0.6	(3.5
5 years	1.3	(		2.1	(		0.8	(		1.2	(
5½ years	0.3	(		0.3	(		-	(		-	(
6 to 10 years	3.4	(		4.8	(		2.5	(		3.7	(
Over 10 years	3.0	0.8		2.5	-		3.3	1.1		3.3	1.6
Average Time Span in Years	1.3	0.6		1.5	0.5		1.1	0.7		1.3	0.7
Reasons for Selecting BMCC	(N=3144)	(N=1476)		(N=1324)	(N=490)		(N=1820)	(N=986)		(N=1745)	(N=725)
Curriculum offerings	26.1	22.8		21.9	16.5		29.9	26.0		26.5	20.8
Location	24.8	23.4		27.9	22.4		22.8	23.8		23.2	24.3
Free tuition	11.7	17.2		11.5	19.1		11.2	16.2		11.3	16.7
Grades too low for other colleges	9.4	15.4		11.9	20.6		7.4	12.9		10.1	14.3
Parents or friends advice	4.4	2.8		4.9	1.6		4.1	3.3		5.2	2.2
H.S. Guidance Counselor	5.9	8.5		6.6	10.0		5.2	7.7		5.4	8.8
Coop-Ed. Program	3.9	3.4		2.9	2.4		4.7	3.9		4.6	5.7
Reputation of school	6.3	(		4.8	(		7.2	(		5.9	(
Second or third choice	5.3	(6.5		5.0	(7.2		5.6	(6.2		5.5	(7.1
Other	2.2	(		2.3	(		1.9	(		2.3	(

TABLE 5

AVERAGE HIGH SCHOOL AVERAGES, VERBAL AND MATHEMATICS
SAT SCORES OF BMCC ENTRY FRESHMEN.
BY SEX AND RESIDENTIAL AREA CHARACTERISTICS.
FALL 1970 AND FALL 1968 SEMESTERS

Item and Entry Class	All Students			Male Students	Female Students
		Area Residents			
	Total	Poverty	Nonpoverty	Total	Total
Average high school average					
Fall 1970 - total	73.5	73.4	73.6	70.5	75.1
70% h.s. average & over	76.4	76.5	76.4	74.1	77.4
Below 70 % h.s. average	66.7	66.8	66.4	66.2	67.2
Fall 1968 - total	79.0	78.8	79.8	76.2	79.9
Average Verbal SAT scores					
Fall 1970 - total	375	367	384	374	376
70% h.s. average & over	384	362	403	383	385
Below 70% h.s. average	350	345	355	362	343
Fall 1968 - total	421	412	432	430	416
Average Math SAT scores					
Fall 1970 - total	396	383	416	398	393
70% h.s. average & over	398	389	405	405	389
Below 70% h.s. average	359	343	372	352	361
Fall 1968 - total	440	433	445	474	445

TABLE 6

SELECTED ACTIVITIES OF BMCC ENTRY FRESHMEN
PERCENT DISTRIBUTION BY SEX AND RESIDENTIAL AREA CHARACTERISTIC
FALL 1970 SEMESTER

Item	All Students			NonPoverty Area Residents			Poverty Area Residents		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Activity before entering BMCC	(N=1543)	(N=617)	(N=926)	(N=699)	(N=297)	(N=402)	(N=844)	(N=320)	(N=524)
Attending high school	71.1	62.5	76.9	72.9	62.9	79.8	68.8	61.6	75.0
Working	17.9	21.9	15.5	15.9	19.8	12.9	19.6	23.1	17.3
Looking for work	1.6	2.3	1.1	1.4	1.3	1.5	1.7	3.1	0.8
In armed services	2.4	6.0	-	2.9	6.7	-	2.0	5.3	-
Attending other college	2.0	2.8	1.5	2.9	4.3	1.7	1.3	1.3	1.3
Attending trade school	0.7	0.7	0.8	0.4	0.7	1.0	0.6	0.6	0.6
Other	4.3	4.8	4.2	3.6	4.3	3.1	5.0	5.0	5.0
Current living arrangements	(N=1543)	(N=617)	(N=926)	(N=699)	(N=297)	(N=402)	(N=844)	(N=320)	(N=524)
Living alone	3.9	5.5	2.8	3.4	4.7	2.5	4.3	6.3	3.0
Living with parents	86.9	85.0	88.2	88.9	88.5	89.0	85.4	82.1	87.3
Living with spouse	7.1	7.2	7.1	5.6	5.0	6.0	8.4	9.1	8.2
Living with roommate(s)	2.1	2.3	1.9	2.1	1.8	2.5	1.9	2.5	1.5
Like to live on campus	(N=1503)	(N=596)	(N=907)	(N=684)	(N=288)	(N=396)	(N=819)	(N=308)	(N=511)
Yes	29.6	28.6	30.2	26.0	23.9	27.5	32.4	33.1	32.0
No	70.2	70.9	69.8	73.6	75.0	72.5	67.6	66.9	68.0
Uncertain	0.2	0.5	-	0.4	1.1	-	-	-	-
Transportation to school	(N=1536)	(N=615)	(N=921)	(N=694)	(N=293)	(N=401)	(N=842)	(N=322)	(N=520)
Auto	1.2	2.1	0.7	2.4	3.7	1.5	0.2	0.6	--
Bus	19.0	14.8	21.8	18.4	12.6	22.7	19.5	16.7	21.3
Railroad	0.8	0.7	0.9	0.7	0.7	0.7	0.8	0.6	1.0
Subway	55.2	58.0	53.1	47.1	51.6	42.7	61.9	64.1	60.4
Walk	8.2	9.4	7.4	10.5	11.3	10.0	6.3	7.8	5.4
Combination	15.6	15.0	16.1	20.9	20.1	21.4	11.3	10.2	11.9
Time from home to school	(N=1468)	(N=588)	(N=880)	(N=662)	(N=283)	(N=379)	(N=806)	(N=305)	(N=501)
15 minutes or less	2.8	4.4	1.7	1.8	2.8	1.1	3.6	5.9	2.2
16 to 30 minutes	18.5	21.6	16.5	11.0	14.8	8.2	24.7	27.8	22.8
31 to 45 minutes	34.9	33.0	36.1	33.7	30.2	36.3	35.9	35.8	36.0
46 to 60 minutes	29.8	28.6	30.6	31.9	31.4	32.2	28.0	25.9	29.2
Over 60 minutes	14.0	12.4	15.1	21.6	20.8	22.2	7.8	4.6	9.8

SOCIO-ECONOMIC CHARACTERISTICS

(Reference : Tables 6 and 7, pages 24, 28 and 29)

(1) Household Income

The average annual (mean) household income of the fall 1970 entrants was $6824. In fall 1968, the comparable figure was $6517. In real money terms, however, the $6517 income translates to $7423 in 1970 dollars, indicating a loss of $599 in real income. As could be expected, the family income of the poverty area residents ($5939) was 25% below that of nonpoverty area household income ($7881). The household income of the average BMCC open admissions student was far below the national average of the family income of the two-year college student as the following tabulation indicates:

Annual Household Income	BMCC 1970 Freshmen			ACE 2-year College Norm
	All	Poverty Area	NonPoverty Area	
Under $5000	32.7	41.3	22.4	
Under $7000	55.1	66.4	41.1	
Under $8000	66.9	77.6	53.6	33.3
10,000 and over	18.5	9.9	28.9	51.5

It is interesting that in contrast to the fall 1968 entrant annual household income distribution, the open admission entrant family income has increased its representation in both the very lowest income levels (from 9.8% to 13.7% under $3000) and the very highest income grouping (from 12.6% to 13.5% in the $10,000 and over category).

(2) Poverty Area Residence

Open admissions brought about a significant rise in the number of students from poverty areas, increasing 8.8 percentage points from 48.7% of the entire student body in fall 1968 to 57.5% in fall 1970. The proportion of females living in poverty areas rose at a rate (11.5 percentage points between fall 1968 and fall 1970) more than twice as rapid as that of males (4.7 percentage points in the same period). Three out of 5 female open admissions students reside in poverty areas. (See Table 7)

There was no difference in poverty area residence between students with high school averages above or below 70% high school averages.

These comparisons are summarized as follows:

Student Characteristic and Semester	Number of Students	% of Students Residing In Poverty Areas	% of Students Residing In NonPoverty Areas
All Students			
Fall 1970	1653	57.5	42.5
Fall 1968	857	48.7	51.3
Male Students			
Fall 1970	656	53.2	46.8
Fall 1968	284	48.5	51.5
Female Students			
Fall 1970	997	60.3	39.7
Fall 1968	573	48.8	51.2
Fall 1970 Students			
Below 70% H.S.AV.	347	57.5	42.5
70% & above H.S.AV.	1306	57.6	42.4

(3) Work Experience and Work Plans While Studying at BMCC

Two-fifths (39.5%) of the open admissions students have had full-time work experience in contrast to one-fourth (25.6%) of the fall 1968 entry class. The percentage holding part-time jobs shrank in the past two years from three-fifths (59.9%) to one-half (50.7%). These trends were decisively influenced by male employment. (See Table 7).

A higher proportion of students were actually working at the time of application for admission (54.9%) in fall 1970 than two years previously (51.5% in fall 1968). Of the number employed, 43% were working 25 hours or more in 1970 against 32% in 1968. Again, males preponderated, 53% of the males and 37% of the females were working 25 hours or more.

A significantly greater number of new admissions students were planning to work in fall 1970 while at college (64.0% of total new entrants) than expected to in fall 1968 (54.5% of total new entrants). The number of "undecided" votes were cut in half during these two years, falling from 7.0% in 1968 to 3.2% in 1970. Again, the pressure was greatest on the men, 68% of whom, stated they planned to work while pursuing their studies with only 1.8% undecided. The comparable percentages for females were 62% planning to work and 4% undecided.

In the work experience categories, there was no significant difference between poverty and nonpoverty area residents.

(4) Reasons for Working

There was a dramatic increase in the need for self-support, tripling from 8.6% of all reasons assigned for working in fall 1968 to 22.6% in fall 1970. At the same time, the necessity for working for merely extra money was cut in half, from 72.5% of all reasons in fall 1968 to 34.1% in fall 1970. Obviously, the

influx of open admissions students from poverty areas influenced these results which had approximately equal impact on men and women students. (See Table 7).

(5) Current Living Arrangements

Outside of married couples, one in 15 open admissions students (6.0%) lived away from their parents. Four percent lived alone and 2% were living with roommates. The overwhelming proportion of students (86.9%) lived with their parents. These percentages held, approximately the same, for male and female and for poverty as well as nonpoverty area resident. However, there was a slightly higher proportion of males in poverty areas living alone in their own residence. (See Table 6).

(6) Living on Campus and Transportation to School

Three out of ten (29.6%) open enrollees stated they would like to live on campus if housing were available, poverty area residents showing a somewhat higher preference (32.4%) than nonpoverty area resident (26.0%) for this type of accommodation. This desire was stronger in women from nonpoverty areas than in men but men in poverty areas had a slight edge over women in this respect. It is interesting that there was almost no uncertainty in these choices. (See Table 6)

Over half (55.2%) of the fall 1970 entry students took the subway to get to school. Another 16% had to pay double fares, including some combination of bus and subway or, in a limited number of cases, the railroad. One-fifth (19.0%) came in by bus. (See Table 6). It took near half (44%) of all the students over 45 minutes to arrive at school from home and 14% over an hour.

TABLE 7 SELECTED SOCIO-ECONOMIC CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students Fall 1970	All Students Fall 1968	ACE Norm	Male Students Fall 1970	Male Students Fall 1968	ACE Norm	Female Students Fall 1970	Female Students Fall 1968	ACE Norm	Poverty Area Residents Fall 1970	Poverty Area Residents Fall 1968
Household Income	(N=1411)	(N=777)		(N=563)	(N=257)		(N=848)	(N=520)		(N=768)*	(N=366)
Under $3000	13.7	9.8	(	12.6	9.7	(	14.4	9.8	(	16.7	12.8
3000 to 4999	19.0	24.3	(33.3	18.1	23.0	(31.9	19.6	25.0	(35.3	24.6	32.2
5000 to 6999	22.4	25.7	(	22.8	27.2	(	22.2	25.0	(	25.1	25.1
7000 to 7999	11.8	12.0	(	12.3	10.9	(	11.4	12.5	(	11.2	11.2
8000 to 8999	7.5	10.0	(	8.0	9.7	(	7.2	10.2	(	6.8	8.5
9000 to 9999	7.1	5.5	(15.2	7.8	5.4	(16.3	6.6	5.6	(13.7	5.7	3.0
10000 and over	18.5	12.6	51.5	18.4	14.0	51.8	18.6	11.9	51.0	9.9	7.1
Average (mean) income	$6824	$6517		$6928	$6610		$6755	$6471		$5939	$5724
1968 Average Income in 1970 prices		$7423			$7529			$7370			$6520
Previous work experience	(N=1536)	(N=905)		(N=612)	(N=319)		(N=924)	(N=586)		(N=840)	(N=438)
Full-time	39.5	25.6		47.3	29.5		34.2	23.5		42.7	28.1
Part-time	50.7	59.9		45.8	62.7		54.0	58.4		48.3	60.7
None	9.8	14.5		6.9	7.8		11.8	18.1		9.0	11.2
Working now	(N=1547)	(N=798)		(N=611)	(N=267)		(N=936)	(N=531)		(N=853)	(N=382)
No	45.1	48.5		45.0	38.2		45.1	53.7		43.6	42.4
Yes	54.9	51.5		55.0	61.8		54.9	46.3		56.4	57.6
If yes, hours per week											
0 to 9	9.2	14.1		7.8	4.8		10.1	20.4		9.5	15.5
10 to 14	12.4	15.6		10.4	12.1		13.8	17.9		10.5	15.5
15 to 19	17.7	19.7		12.2	21.8		21.5	18.3		19.6	19.0
20 to 24	17.5	18.2		16.5	22.4		18.1	15.4		18.9	15.5
25 and over	43.2	32.4		53.1	38.9		36.5	28.0		41.5	34.5

* The nonpoverty area household income distributes as follows: (N=643); Under $3000, 10.1%; 3000 to 4999, 12.3%; 5000 to 6999, 19.1%; 7000 to 7999, 12.5%; 8000 to 8999, 8.4%; 9000 to 9999, 8.7%; 10,000 and over, 18.5%. Average (mean) income: $7881.

(continued)

TABLE 7 (continued) SELECTED SOCIO-ECONOMIC CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS.

Item	All Students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Planning to work while at BMCC	(N=1543)	(N=799)		(N=620)	(N=266)		(N=923)	(N=533)		(N=846)	(N=383)
Yes	64.0	54.5		67.6	59.0		61.5	52.3		66.2	62.1
No	32,8	38.5		30.6	38.0		34.3	38.8		30.8	34.2
Undecided	3.2	7.0		1.8	3.0		4.2	8.9		3.0	3.7
Reasons for working	(N=1047)	(N=451)		(N=444)	(N=162)		(N=603)	(N=289)		(N=579)	(N=241)
Help family	18.1	14.0		21.4	19.8		15.6	10.7		19.9	16.2
Extra money	34.1	72.5		31.1	72.8		36.3	72.4		29.7	72.2
Self-support	22.3	8.6		24.3	5.6		20.9	10.4		25.2	8.3
Work experience	9.1	3.5		5.2	1.2		11.9	4.8		8.6	2.1
Work study	16.4	1.4		18.0	0.6		15.3	1.7		16.6	1.2

FAMILY CHARACTERISTICS

(Reference: Tables 8 and 9, pages 32, 33 and 34)

(1) Highest Formal Education of Father

Over one-third (36.5%) of the fathers of the open admissions students completed their formal education in grade school. In poverty areas, this proportion rose to close to half (45%) but it did represent a 10% decline from the fall 1968 paternal percentage of 49½%. One-fifth (19.8%) of the fathers of students living in poverty areas did not go beyond the 6th grade and another one-fourth (24.9%) reached the 7th and 8th grades. In contrast with these figures, the American Council on Education national average for paternal education of two-year college entrants with grammar school education was 16.9%. (See Table 8)

Just over half (50.9%) of all fathers had some high school training. This is in line with the education of fathers of the fall 1968 entrants and the ACE national 2-year college norm. At the other extreme, one in 8 (12.6%) BMCC fathers had college or postgraduate training against one in 3 in the ACE national sample.

(2) Highest Formal Education of Mother

Roughly these same relationships pertain to the education of the mothers of the open admissions students, although there are variations in the percentages of the various levels achieved. Fewer mothers ceased their formal learning with grammar school; the percent going to high school was about 10 percentage points above the fathers' percentages; but a smaller percentage of mothers than fathers went on to college and postgraduate study. (See Table 8).

These relationships can, perhaps, be best illustrated by tabulation of the fall 1970 parental education in comparison with the ACE 2-year college norm.

	Percent Completing Formal Education					
	Father		Mother		ACE 2-yr. college Norm	
Formal Education	All	Poverty Resident	All	Poverty Resident	Father	Mother
Up to 8th grade	36.5	44.7	32.0	40.4	16.9	11.8
High School	50.9	41.2	59.1	52.4	52.1	63.2
College & Postgrad.	12.6	9.1	8.9	8.2	31.1	25.1

(3) Other Family Members in School

One-third (34.5%) of the siblings of the open admissions students were in elementary school, one-fifth (20.8%) in junior high school, 28% in high school, and 17% in college or postgraduate schools. For poverty area residents, the percentage of siblings in college and postgraduate slipped to 14%. In contrast with the fall 1968 entry class, there were less siblings in high school but more in college. (See Table 8).

(4) Most Common Language Spoken at Home

In one-fourth of the open enrollment homes (26.6%), English was not the most common language spoken. This percentage rose to almost one-third (31.5%) in poverty area homes; in one-fourth (26.2%)of these homes, Spanish is the most common language. It is interesting, however, that there was a sharp rise in English speaking homes, from 64.0% in fall 1968 to 73.4% in fall 1970, reflecting, perhaps, the influx of students from predominantly black poverty areas. Use of all other languages showed declines between these two dates; usage of Italian, which was third in 1968 fell below Chinese in 1970 and even Chinese, itself, fell off in frequency; almost no homes used Yiddish, German or Polish in 1970. (See Table 8)

(5) Father's Occupation

The largest single occupational group among the fathers of the open admissions students were the skilled craftsmen who comprised 37.5% of all occupations. This was a reduction from the 45.9% of the fathers of the fall 1968 entrants. However, this percentage still towered above the 14.6% of the national norm. The number of unskilled laborers also diminished during this period, falling from 13.3% in fall 1968 to 8.2% in fall 1970. This latter percentage was still higher than the 6.8% national average. (See Table 9).

The percentages of both the self-employed and the professional increased between the fall of 1968 and 1970 but these are still far below national norms. Against a national average of 24.4% self-employed among the fathers of two-year college entrants, BMCC fathers comprised 3.7%; 4.2% of the BMCC fathers were professionals against 10.3% of the fathers in the national sample. Poverty area fathers had even smaller percentages in these categories. BMCC fathers were also represented to an appreciable extent in the office worker, custodial, post office and sales worker as well as managerial occupations. There was a higher percentage of custodial and unskilled workers among the poverty area fathers. Unemployment among BMCC fathers (4.3%) was at a rate two and a half times as high as that among the fathers in the national sample (1.7%). Among poverty area fathers, unemployment was three times (5.3%) the rate of the national group. One in 8 (12%) of the BMCC fathers were deceased.

(6) Mother's Occupation

Most mothers of the fall 1970 entrants were housewives (55.9%), a 33% increase over the percent in this category in fall 1968. There were slightly more housewives among poverty area mothers. The greatest number of the mothers who worked outside of the home were in office work, and there was a pronounced falling off in factory and operative jobs between fall 1968 and fall 1970. There was also a sharp falling off in unemployment among the mothers in the past two years but the percent of deceased mothers rose, reaching 3.8% in fall 1970. This percentage was still one-third the level of the deceased fathers. Also, approximately ten times as many fathers had retired as mothers. These trends were equally evident among poverty area mothers. (See Table 9).

TABLE 9
(continued)

PARENTAL OCCUPATIONS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Items	All Students			Male Students			Female Students			Poverty Area Students	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Mother's Occupation	(N=1461)	(N=772)		(N=587)	(N=251)		(N=874)	(N=521)		(N=796)	(N=366)
Self-employed	0.3	1.0		0.5	0.4		0.1	1.3		-	0.8
Professional	1.0	1.6		0.5	1.2		1.4	1.7		1.3	2.2
Semi-Professional	1.9	0.1		2.2	-		1.7	0.2		2.0	0.3
Para-Professional	3.5			3.7			3.3			3.6	
Managerial	0.6			0.5			0.7			0.3	
Security	0.4			0.5			0.3			0.4	
Skilled	6.7	13.9		6.5	11.9		6.5	14.8		5.7	12.3
Machine Operator	4.4	6.6		2.9	5.6		5.5	7.1		5.4	7.4
Unskilled	6.0	7.9		4.9	6.4		6.6	8.6		7.5	10.7
Office worker	11.8	14.5		14.1	17.9		10.3	12.9	8.2	8.2	10.1
Post office employee	0.3	0.1		0.3	0.4		0.2	-		0.4	0.3
Sales worker	0.8	1.9		0.5	3.2		1.0	1.3		0.9	1.4
Custodial	0.3			-			0.4			0.4	
Unemployed	1.8	5.2		1.4	4.8		2.1	5.4		1.8	4.9
Retired	0.5			0.7			0.5			0.6	
Deceased	3.8	2.1		3.4	2.4		4.1	1.9		4.3	3.3
Housewife	55.9	45.1		57.4	45.8		55.3	44.8		57.2	46.3

ACADEMIC PERFORMANCE DURING FIRST SEMESTER

(Reference: Tables 10, 11, 12, 13, 14 and 15, pages 42, 43, 44, 45, 46 and 47)

(1) Grade Point Averages

Comparability of Grade Point Averages (GPA) achieved by the entry open admissions student with earlier entry classes is limited, partly, because of the special grading policy affecting the fall 1970 entrants. This policy enables a student to convert an earned D or F into a W (withdrawal without penalty). Under these conditions, the withdrawal rates take on added significance as self-evaluation on the part of students. The discussion will stress this aspect rather than the formal grades which are increasingly less reflective of classroom performance.

On average, the fall 1970 entrants, other than those who withdrew completely, achieved an average index of 2.82. (See Table 10). As could be expected, this was higher than the index of 2.24 achieved by the fall 1968 entry student.

A more interesting comparison involves the relative achievement of the special program students among the open admissions freshmen. College Discovery students did not achieve as high an index (2.75) as the average student (2.82) but the Urban Center graduate did somewhat better (GPA: 2.84). (See Tables 11 and 12). In previous classes, all special program students finished with lower GPA's than regular students. There were a number of improvements in fall 1970 as the following listing by GPA, indicates:

Special Program Student	Average GPA
All Students (N=1336)	2.82
College Discovery (N=157)	2.75
Urban Center (N=43)	2.84
Scheuer Program (N=34)	2.90

It is interesting to note that, overall, there was little difference between the male and female GPA's but a significantly higher GPA was achieved by the nonpoverty area residents. This occurred despite the fact that the female high school average was 4.6 percentage points above the male and the equality of high school averages among the poverty and nonpoverty area groups. However, the nonpoverty area students did have higher SAT verbal and mathematics scores.

Students who entered with high school averages below 70% did not obtain as high GPA's (average: 2.72) as did students who came in with averages of 70% and over (average: 2.85). Among the first group(below 70%), women had higher high school averages and SAT math scores but completed the semester with lower average GPA's (2.65) than the men (2.78). The nonpoverty students had lower high school averages but higher SAT scores and wound up with higher average GPA (3.00) than the poverty residents (average GPA: 2.68).

Among the students with higher high school averages (70% and over), women also had higher school grades but retained their advantage in final GPA's. The nonpoverty student experience followed that of his counterpart in the lower high school average group.

Transfer students schieved higher GPA's (2.88) than business career (average GPA: 2.79) or health service career students (average GPA: 2.75). The nonmatriculants completed their semester at the GPA level (average:2.76) of the health service career student. (See Table 11).

On average, the business student had the highest entrance high school average and the transfer student the best SAT scores.

Among the College Discovery students and Urban Center graduates, health service career students had the highest GPA's, followed by transfer program students. Business students brought up the rear (See Table 12). Examination of the high school averages of the College Discovery students indicates that the health career students with the highest average GPA had the lowest high school average. These comparisons can be summarized as follows:

Student	College Discovery Students		Urban Center Graduates
	H.S. Average	Average GPA	Average GPA
All Students	69.7	2.75	2.84
Transfer	70.0	2.81	2.82
Business Career	69.5	2.56	2.65
Health Service Career	68.6	3.01	3.25
Male	66.3	2.68	
Female	71.4	2.81	

The female College Discovery student excelled the male in both high school average and GPA achieved.

(2) Credits Attempted

The fall 1970 entry student had been block-programmed for three major subjects for a maximum of 12 or 13 credits. At semester's end, the average number of credits carried were 10.2, indicating an average withdrawal from one course. (See Table 10).

Generally, women carried more credits than men and nonpoverty area students more than poverty. Students with higher high school averages maintained slightly higher credit loads.

The special program students completed less course credits than the regular students (av: 10.2): College Discovery students carried an average of 9.1 credits, Urban Center graduates 8.3 credits and Scheuer Program students 8.0. (See Table 12).

The data indicate that the higher the high school average, the more the credits taken. About one-third of the students (32.2%) completed their semester with less than 10 credits; another 6% took 14 credits or more leaving three-fifths of the student body (61.8%) who kept their programmed schedule for the term. The following tabulation indicates the credit experience of the open admissions student by high school average grades.

High School Average	Number of Credits Taken: Fall 1970 By Percent of Total H.S. Average Class 0 to 9	10 to 13	14 and over
Total	32.2	61.8	6.0
55% - 59%	87.5	12.5	-
60% - 64%	55.6	36.7	7.7
65% - 69%	40.8	54.7	4.5
70% - 74%	35.3	57.3	7.4
75% - 79%	21.3	72.5	6.2
80% - 84%	19.1	77.4	3.5
85% - 89%	20.6	76.8	2.6
90% and over	-	100.0	-

(3) Withdrawals

About one-fourth of open admissions entry students either completely withdrew from the college by the end of their first semester (18.0%) or withdrew from two or more courses (5.8%). It is a fair inference that this represents a minimum percentage of students encountering academic difficulty. (See Table 10).

Total withdrawals in fall 1970 ran 75% above the 1968 rate of withdrawals (10.3%). The combined rate of total withdrawals and withdrawals from two or more subjects (23.8%) in fall 1970 is 40% higher than the combined withdrawal and academic dismissal rate of fall 1968.

Students with lower high school averages (below 70%) had a smaller dropout rate, enhancing their representation among the entry freshmen from 20.8% of total at the beginning of the fall 1970 semester to 25.0% at the end of the fall term.

Men dropped courses at a much greater rate than women; on average, at a rate higher by more than 50%. Twice as many males (22.2%) dropped out of school as did women (11.3%) in the lower high school average group of below 70% but about two-thirds more women (13.8%) withdrew from two or more subjects than did the males (8.3%) in this group. Among the higher high school average entrants, the men predominated in both total dropouts and in dropping two or more courses.

Overall, poverty area residents had lower dropout rates (16.2%) than nonpoverty area students (20.4%) but withdrew from more courses (6.9% withdrawals from two or more courses) than nonpoverty area students (4.2% dropout of from two or more courses) Again, there was difference between lower and higher high school average groups. In the below 70% group, poverty area residents predominated in both total and two or more subject dropout; in the 70% and over group, poverty area students had a lower total withdrawal rate but a higher rate of withdrawals from two or more subjects.

Special program students show marked variation in drop out rates. 21% of all College Discovery students dropped out of school against 10.7% of the Urban Center graduates.

(4) Performance by High School of Origin

The percent of New York City graduates entering BMCC increased three-fold from 1.3% in fall 1968 to 3.4% in fall 1970. Representation increased from all boroughs. While the greatest number of students resided in Manhattan, they amounted, as we saw above, to a little over one-third (34.7%) of the entire entry freshman class and the rate of increase of recruitment from Manhattan high school graduates was far below that of other boroughs.

BMCC entrants as percent of total high school graduates, by borough, for the fall 1968 and fall 1970 semesters line up as follows:

Borough	BMCC entrants as % high school graduates	
	Fall 1968	Fall 1970
All New York City	1.3	3.4
Bronx	1.4	3.9
Brooklyn	0.7	2.3
Manhattan	4.4	8.0
Queens	0.5	2.5
Richmond	0.3	1.0

The Manhattan percentage almost doubled but all other boroughs showed a minimum three-fold rise.

A comparison of the 27 largest feeder high schools to BMCC in fall 1970, ranked by number of graduates entering BMCC, shows Brandeis jumping from tenth place in fall 1968 to first in fall 1970. W.C. Bryant, which was the largest source of students two years ago has slipped back to 5th place. Washington Irving moved up from 4th to 2nd place and Central Commercial from 7th to 3rd place. (See Table 13).

BMCC took 30% or more of all graduates of six academic high schools who applied for community college. These include:

John Adams (Queens)	72.0%
Julia Richman (Manhattan)	46.7
Washington Irving (Manhattan)	45.8
Seward Park (Manhattan)	41.5
Charles E. Hughes (Manhattan)	36.8
William Cullen Bryant (Queens)	30.4

The New York City Board of Education does not publish comparable data for the vocational high schools.

The academic performance of the graduates of these 27 feeder schools is given in Table 14. Walton students achieved the highest GPA (3.25) in this group; their high school as well as their SAT scores were in the lower ranges rather than higher. These students also had a very low withdrawal rate of 5.5%.

Ranking these schools by percent of withdrawal of their graduates in descending order shows a dropout rate of 43.7% for Thomas Jefferson (Queens). Two-fifths (41.2%) of Haaren High School (Manhattan) graduates also withdrew during the fall semester. Other schools and their rate of total withdrawals are in the following list:

School	Fall 1970 Semester Rate of Withdrawal
Thomas Jefferson (Brooklyn)	43.7%
Haaren (Manhattan)	41.2
Benjamin Franklin (Manhattan)	34.7
Central Commercial (Manhattan)	28.0
Eli Whitney (Brooklyn)	25.0
Seward Park (Manhattan)	22.8
John Adams (Queens)	22.2

(5) Distribution of Grades

Difficulties in using grades assigned as indices of academic achievement were compounded during the fall 1970 semester by the modified grading policy. As a result, the percantages of superior grades assigned leaped ahead while the proportions of failing or inferior grades shrank.

Examination of grades assigned for the total BMCC student body in the last five fall semesters reveals the following trends.

	Percent of Total Grades Assigned					
Semester	A	B	C	D	F	W
Fall 1970	22.3	31.0	21.0	4.7	1.7	13.1
Fall 1969	16.0	31.1	26.6	8.2	6.7	6.7
Fall 1968	14.5	30.3	30.5	9.2	9.0	6.5
Fall 1967	10.9	28.8	33.9	11.0	7.6	5.4
Fall 1966	9.3	27.2	34.1	13.1	7.9	6.0

In summary, the percents of A's multiplied 2½ times, B's nudged forward, C's were cut by a third. D's were down two-thirds, F's were reduced to one-fifth and the proportion of W's more than doubled between fall 1966 and fall 1970.

These trends were reflected in the grades given to the open admissions entrants. In comparison with total grades assigned in fall 1970, entry students had more A's, B's and C's than the average BMCC student. This was to be expected. What is interesting is the equality of W grades for both entry and total student body. (See Table 15).

The percentages of A grades given entry students in English and Mathematics were substantially higher than the average of the other subjects. Withdrawals (15.1%) in these other subjects were at twice the rate of withdrawals from English courses (8.1%); however, withdrawals from Mathematics courses (14.4%) approximated the level of withdrawals from the other subjects.

The percent of A grades of those students who entered with 70% high school average and over was substantially higher (27% of total) then students who came in with below 70% averages (15.9% of total). D and F grades were also greater among

the lower averages, but the number withdrawing from courses was one and a half times as high (18.0%) among the higher high school averaged group as the lower averaged group (12.0%).

The distribution of English grades for students who entered with high school averages below 70%, by verbal SAT scores, indicates that two-thirds of all the English grades for students with verbal scores between 200 and 249 were "B's", one-fourth of grades were "A" for those with scores between 250 and 299 and one-third "A's" for scores between 300 and 359. The lowest scores tended to have the largest withdrawals. There was one withdrawal in the 450 to 499 class and no withdrawals in any other class with higher verbal SAT scores. These data are summarized as follows:

SAT Verbal Score*	Percent of Total Grades in each SAT Class					
	A	B	C	D	F	W
200 to 249	-	66.7	12.5	12.5		13.3
250 to 300	23.1	30.8	30.8	-	NONE	15.4
300 to 349	32.0	28.0	20.0	-		20.0
350 to 399	16.7	38.9	11.1	5.6		27.8
400 to 449	14.3	71.4	-	14.3		-

* 91.5% of all grades were in these five verbal score classes

Analysis of the characteristics of the 78 entry students who attained a GPA of 4.00 during their first semester showed they entered with higher high school averages and SAT scores than the average open admissions student but carried an average of 0.8 credits less. Half of the honor students were graduates of public academic high schools, 5% came from public vocational schools, 9% were either Scheuer program students or Urban Center graduates, 12% graduated from parochial schools and the rest had general equivalency diplomas or failed to indicate their schooling.

The following tabulation indicates the schooling origin of these honor students and their credit load.

Origin	Average H. S. Average	Average SAT Score		Average Credits Taken
		Verbal	Math	
Public Academic High School	74.7	384	424	9.3
Public Vocational High School	78.0	412	493	11.3
Scheuer Program	NA	NA	NA	7.5
Urban Center	NA	NA	NA	9.5
Parochial (Academic)	83.5	509	466	11.3
All Entry Students with 4.00 GPA	76.6	421	440	9.4
All BMCC Entry Students Fall 1970	73.5	375	421	10.2

NA - Not taken or available

TABLE 10

ACADEMIC BACKGROUND, GRADE POINT AVERAGES AT END OF FALL 1970 SEMESTER
AND PERCENT OF WITHDRAWALS: TOTAL AND IN 2 OR MORE SUBJECTS
ALL BMCC ENTRY STUDENTS BY SEX AND RESIDENCE
FALL 1970 SEMESTER

Student Characteristics	HIGH SCHOOL AVERAGE (N=1653)	SAT SCORES VERBAL (N=326)	SAT SCORES MATH (N=326)	CREDITS ATTEMPTED (N=1336)	GPA (N=1336)	Percent Withdrawals Official Withdrawals	Percent Withdrawals 2 or more Subjects
ALL STUDENTS	73.5	375	396	10.2	2.82	18.0	5.8
ALL MALES	70.5	374	398	9.9	2.83	22.8	6.5
ALL FEMALES	75.1	376	393	10.4	2.82	14.8	5.3
ALL POVERTY	73.4	367	383	9.7	2.74	16.2	6.9
ALL NONPOVERTY	73.6	384	416	10.5	2.93	20.4	4.2
BELOW 70% H.S.AV.							
ALL STUDENTS	66.7	350	359	9.7	2.72	17.1	10.9
MALE	66.2	362	352	9.6	2.78	22.2	8.3
FEMALE	67.2	343	361	9.7	2.65	11.3	13.8
POVERTY	67.0	345	343	9.2	2.68	18.0	13.3
NONPOVERTY	66.5	355	372	10.3	3.00	16.0	7.6
70% + H.S.AV.							
ALL STUDENTS	76.4	384	395	10.3	2.85	18.2	4.4
MALE	74.1	383	405	10.0	2.83	23.1	5.7
FEMALE	77.4	385	389	10.5	2.87	15.6	3.7
POVERTY	76.1	362	371	10.0	2.86	15.8	5.3
NONPOVERTY	76.5	403	415	10.6	2.97	21.5	3.3

TABLE 11

ACADEMIC BACKGROUND, GRADE POINT AVERAGES AT END OF FALL 1970 SEMESTER,
ALL BMCC ENTRY STUDENTS, BY CURRICULUM
FALL 1970 SEMESTER

CURRICULUM	HIGH SCHOOL AVERAGES (N=1653)	SAT SCORES VERBAL (N=326)	SAT SCORES MATH (N=326)	CREDITS ATTEMPTED (N=1336)	GPA (N=1336)
ALL STUDENTS	73.5	375	396	10.2	2.82
TRANSFER - TOTAL	73.2	380	397	9.8	2.88
Business Transfer	72.6	333	368	10.7	2.72
Library Technology	75.0	474	313	9.9	3.11
Liberal Arts	73.6	381	397	9.8	2.96
Recreation Leadership	70.5	343	351	10.5	2.76
Social Service	72.4	393	381	9.8	2.76
Urban Planning	69.6	462	458	9.9	3.88
BUSINESS CAREER - TOTAL	73.7	368	391	10.6	2.79
Accounting	71.1	342	334	9.8	2.96
Advertising	73.5	373	397	10.6	2.70
Business Management	67.8	366	365	11.0	3.09
Banking	72.3	347	349	10.4	2.88
Data Processing	72.6	354	378	11.3	3.27
Marketing	72.5	378	354	9.5	2.68
Secretarial Science	78.0	389	397	11.5	2.82
HEALTH CAREER - TOTAL	72.8	323	349	9.3	2.75
Inhalation Therapy	67.0	249	345	11.8	2.73
Medical Records Tech.	69.8	346	342	10.5	3.05
Medical Emergency Tech.	67.7	297	333	7.3	2.83
Mental Health Tech.	70.9	365	381	12.5	2.74
Nursing	75.1	324	347	10.5	2.74
NONMATRICS	70.7	N.T.	N.T.	6.8	2.76

N.T. = None Taken

TABLE 12

ACADEMIC BACKGROUND, GRADE POINT AVERAGES AT END OF FALL 1970 SEMESTER
BMCC COLLEGE DISCOVERY ENTRY STUDENTS AND URBAN CENTER GRADUATES, BY CURRICULUM
FALL 1970 SEMESTER

CURRICULUM	COLLEGE DISCOVERY STUDENTS					URBAN CENTER GRADUATES	
	H.S. AVERAGES (N=199)	SAT SCORES VERBAL (N=32)	SAT SCORES MATH (N=32)	CREDITS ATTEMPTED (N=157)	GPA (N=157)	CREDITS ATTEMPTED (N=47)	GPA (N=47)
ALL STUDENTS	69.7	323	330	9.1	2.75	8.8	2.84
TRANSFER - TOTAL	70.0	338	344	8.9	2.81	8.8	2.82
Business Transfer	72.5	328	451	10.7	2.52	8.6	2.63
Library Technology	-	N.T.	N.T.	-	-	-	-
Liberal Arts	69.7	339	338	8.7	2.81	8.8	2.87
Recreation Ldrship.	70.0	N.T.	N.T.	8.0	2.94	9.3	2.78
Social Service	70.2	N.T.	N.T.	9.3	3.31	7.0	2.57
Urban Planning	66.8	N.T.	N.T.	7.0	2.57	-	-
BUS. CAREER - TOTAL	69.5	301	301	9.0	2.56	7.8	2.65
Accounting	69.9	288	315	8.4	2.01	9.0	3.10
Advertising	75.1	209	272	6.0	2.33	-	-
Business Mgt.	65.5	396	327	10.3	2.62	-	-
Banking	69.6	N.T.	N.T.	8.0	3.00	-	-
Data Processing	69.6	238	255	8.8	2.75	7.0	2.36
Marketing	68.8	N.T.	N.T.	8.0	2.78	-	-
Secretarial Science	71.5	298	300	9.9	2.72	-	-
HEALTH CAREER-TOTAL	68.6	267	309	11.3	3.01	7.8	3.25
Inhalation Therapy	67.6	N.T.	N.T.	11.0	3.12	-	-
Medical Records Tech.	65.5	281	262	11.0	2.73	-	-
Medical Emerg. Tech.	72.7	262	333	12.0	2.95	-	-
Mental Health Tech.	62.8	N.T.	N.T.	14.0	2.21	-	-
Nursing	-	N.T	N.T.	10.0	3.33	7.8	3.25
TOTAL MALES	66.3	336	338	8.6	2.68		
TOTAL FEMALES	71.4	302	317	9.5	2.81		
% WITHDRAWALS					21.0		10.7

N.T. = None Taken

(f) Mother's occupation. Most mothers of the fall 1970 entrants were housewives (56%); this represented an 11 point increase over the fall 1968 level. Poverty area mothers showed the same increase in this occupation as the nonpoverty area mother. Unemployment among the mothers, however, dropped sharply.

Academic performance during first semester

(a) Credits attempted. Though scheduled for 12 credits for the semester, the open admissions students completed an average of 10.2 credits. The The below 70% high school average group had reduced their scheduled credits to 9.7; as did the students from the poverty areas.

(b) Total withdrawals. Because of the revision in grading policy, among other reasons, withdrawals offer the most objective insight into the academic behavior of the open enrollment student. Voluntary separations from school for the entry freshmen class jumped from 11.8% in fall 1968 to 13.0% in fall 1970.

(c) Withdrawals from 2 or more courses. In addition to those who withdrew completely, 94 freshmen (5.8% of total open admissions entry students) withdrew from two or more courses. Students who entered with high school averages below 70% withdrew at a rate (10.9%) more than twice as high as those who had achieved 70% or above (4.4%).

(d) Withdrawals by subject. Withdrawals from Mathematics were at a rate (18%) twice as high as in English Composition (9%). (All open admissions freshmen were required to take English Composition and most had to take Mathematics). The largest percentage of withdrawals (21%) occurred, however, in the other subjects taken.

THE FALL 1970 SEMESTER ENROLLMENT

(References: Tables 1 and 2, pages 11 and 12)

In the first semester under the open admissions policy of the City University of New York (CUNY), 1653 freshmen enrolled at the Borough of Manhattan Community College (BMCC). This represented approximately a 90% increase over the 877 entrants in the fall 1969 and the 857 entrants in the fall 1968 semesters. The freshmen influx raised total day session enrollment from 2,572 in fall 1969 and 2,546 in fall 1968 to 3,660 in fall 1970, a rate of increase about half of the entry freshmen rate. (See Table 1).

Open admissions increased male enrollment. The number of male entrants rose 131% between fall 1968 and fall 1970 against an increase of 74% for women entrants. During this same period, the proportion of men among total entrants rose from 33% to 39%. (See Table 2).

Open admissions also reversed the trends in curriculum enrollment which was manifested between fall 1968 and fall 1969. Freshmen enrollment in transfer programs which had slipped from 51% of total course offerings in fall 1968 to 35% in fall 1969 rose in fall 1970 to 48%. In contrast, enrollment in business career programs rose from 32% to 38% and then slid back to 36% during these years. This latter tendency was even more pronounced among the health services curricula; the comparable percentages went from 17% in 1968 to 27% in 1969 and back to 15% in 1970.

By far the greatest number of open admissions students enrolled in the Liberal Arts curriculum; relatively, however, enrollment dropped from over one-third in fall 1968 to less than 3 out of 10 in fall 1970. This was most sharply influenced by the enrollment of males who opted more strongly for Accounting, Data Processing, the Business technologies and Social Service in the last semester. Students in the special programs, however, increased their proportion of Liberal Arts enrollment 7.8 percentage points between fall 1968 and fall 1970. Among the women students, Secretarial Science was almost as popular as Liberal Arts. Next in rank came Nursing, followed closely by Social Service.

One-fifth (18.6%) of all entry freshmen in fall 1970 came in via special programs, such as College Discovery, Scheuer program and graduation from the Urban Center in Harlem, thus maintaining its proportionate share of entrants of the past few years.

Over two-fifths (42%) of all open enrollment students were graduates of 27 feeder schools. Twenty-four were public academic high schools and 3 were public vocational schools. The five largest feeder schools accounted for close to 17% of all entrants. The number of graduates entering BMCC from these schools, ranked in descending order were 73 from Brandeis, 59 from Washington Irving, 57 from Central Commercial, 44 from Seward Park and 38 from William Cullen Bryant. The full list of these 27 schools, the number of graduates they contributed to BMCC, the academic background and first term's academic achievement of these graduates are shown in Table 14, page 46. Ten of these schools were located in Manhattan, 7 in Queens and 5 each in Brooklyn and the Bronx.

(6) Activity before Entering BMCC

Far more females (76.9%) than males (62.5%) were in high school just prior to entering BMCC. One fourth (24.2%) of the men were working or looking for work in contrast to the 16.3% of the women. These percentages were higher for poverty area residents: 26.2% of the men and 18.1% of the women fell in this category. Six percent of all the males were in the armed services at this time. (See Table 6)

(7) Planning further education after Graduation

Just over half (52.1%) of all open enrollees are planning to continue their formal education after graduation from BMCC. This was a slight decline from the fall 1968 entrants' outlook when 54.3% thought they would continue their studies. The least reduction was among poverty area students. (See Table 4).

There were marked differences in the outlook of males and females. Two-thirds (64.5%) of the men and two-fifths (42.5%) of the women were opting for more education.

The planning of the BMCC students, however, fell far below national norms as indicated below

Percent Planning Further Education
Fall 1970

	BMCC Students	ACE National Norm
All Students	52.1	77.0
Male Students	64.5	82.9
Female Students	42.5	69.8

(8) Planning Career in Current Curriculum

Less open admissions students thought they would make their life careers in their current curriculum than the fall 1968 entrants. Overall, there was a 3.4 percentage point slippage in this choice between fall 1968 and fall 1970 and the highest decline (5.4 percentage points) was among poverty area residents. At the same time, there was an increase in uncertainty in the past two years. (See Table 4)

(9) Reasons for Selecting BMCC

Curriculum offerings at BMCC appeared to be more attractive to the open admissions entry students than to his predecessors. Location continuted to be a strong pulling point as well. It is interesting that more open admissions students than previous entrants were inclined to listen to the advice of parents or friends and less to guidance counselors. More were attracted to the college by the reputation of the school. More also stated that the college was their second or third choice. Factors which did not receive as much emphasis this semester as they did two years ago included free tuition and grades too low for other colleges. (See Table 4).

TABLE 4 SELECTED ACADEMIC CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students Fall 1970	All Students Fall 1968	ACE Norm	Male Students Fall 1970	Male Students Fall 1968	ACE Norm	Female Students Fall 1970	Female Students Fall 1968	ACE Norm	Poverty Area Residents Fall 1970	Poverty Area Residents Fall 1968
Type of Diploma Received	(N=1572)	(N=807)		(N=637)	(N=266)		(N=935)	(N=541)		(N=860)	(N=384)
Academic	35.1	58.6		36.4	65.4		34.3	55.3		28.6	53.9
General	31.7	15.0		40.1	20.3		26.1	12.4		33.5	18.5
Vocational	8.0	7.7		7.7	5.6		8.2	8.7		10.5	7.3
Commercial	17.0	15.5		7.5	4.9		23.5	20.7		17.4	16.6
Technical	0.8	0.6		0.9	1.9		0.6	-		0.9	0.3
General Equivalency	5.7	1.7		6.3	1.5		5.2	1.8		7.2	2.6
Other	1.7	0.8		1.1	0.4		2.1	1.1		1.9	0.8
Type of High School Attended	(N=1510)	(N=1006)		(N=616)	(N=357)		(N=894)	(N=649)		(N=819)	(N=432)
Public Academic	60.5	57.3	(	65.5	64.0	(	57.0	54.1	(	57.0	54.9
Public Vocational	18.3	16.2	(84.1	15.1	9.9	(86.4	20.3	19.3	(81.2	25.9	15.9
Parochial	14.0	20.2	12.9	11.7	18.0	10.9	15.7	22.6	15.5	9.9	20.9
Private Nonsectarian	1.6	3.9	1.9	1.6	7.3	1.3	1.6	0.9	2.6	2.2	5.2
Out of City	5.6	2.4		6.0	0.8		5.4	3.1		5.0	3.1
Planning further education after Graduation	(N=1564)	(N=806)		(N=637)	(N=265)		(N=927)	(N=541)		(N=851)	(N=384)
Yes	52.1	54.3	77.0	64.5	72.5	82.9	42.5	45.4	69.8	51.6	52.8
No	6.9	8.4	4.5	3.7	1.9	3.5	10.4	11.6	5.6	7.7	8.1
Undecided	41.0	37.2	*	31.8	25.7	*	47.1	42.9	*	40.7	39.1
Planning career in current curriculum	(N=1545)	(N=780)		(N=627)	(N=262)		(N=918)	(N=518)		(N=849)	(N=370)
Yes	60.4	63.8		51.6	53.5		66.2	69.1		59.2	64.6
No	5.3	5.6		6.9	5.3		4.4	5.8		5.4	4.6
Undecided	34.3	30.6		41.5	41.2		29.4	25.1		35.4	30.8

* Associate degree only

(continued)

TABLE 9 PARENTAL OCCUPATIONS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Items	All students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Father's Occupation	(N=1298)	(N=728)		(N=538)	(N=239)		(N=760)	(N=489)		(N=622)	(N=341)
Self-employed	3.7	2.6	24.4*	3.3	1.3	23.9*	3.9	3.3	25.0*	2.5	1.8
Professional	4.2	2.8	10.3	4.6	5.0	10.0	3.9	1.4	11.0	2.7	2.6
Semi-Professional	0.5	0.7		0.8	1.3		0.3	0.4		0.1	0.6
Para-Professional	0.7			0.7			0.8			0.9	
Managerial	3.6			3.3			3.8			2.1	
Security	2.9			2.4			3.3			1.9	
Skilled	37.2	45.9	14.6	36.2	45.1	15.1	37.8	46.2	14.0	37.8	43.3
Machine Operator	0.6	1.2		-	1.7		1.1	1.0		0.9	0.9
Unskilled	8.2	13.3	6.8	7.6	10.0	6.6	8.6	14.9	7.1	10.7	17.3
Office Worker	5.3	6.3		5.6	6.3		5.1	6.3		3.8	5.0
Post office employee	3.4	3.4		4.1	4.2		2.9	3.1		1.9	3.5
Sales worker	3.2	5.3		4.3	7.1		2.5	4.5		2.4	3.5
Custodial	5.4			4.6			5.8			7.0	
Unemployed	4.3	3.3	1.7	4.1	4.6	1.7	4.5	2.7	1.8	5.3	5.3
Retired	4.8	3.8		5.2	2.9		4.5	4.3		4.9	5.9
Deceased	12.0	11.4		13.2	10.5		11.2	11.9		15.1	10.3

* Businessmen

(continued)

TABLE 8 SELECTED FAMILY CHARACTERISTICS OF BMCC ENTRY FRESHMEN. PERCENT DISTRIBUTION BY SEX AND POVERTY RESIDENTIAL AREA CHARACTERISTICS AND COMPARISON WITH A.C.E. 2-YEAR COLLEGE NATIONAL NORMS. FALL 1970 AND FALL 1968 SEMESTERS

Item	All Students			Male Students			Female Students			Poverty Area Residents	
	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968	ACE Norm	Fall 1970	Fall 1968
Highest formal education of father	(N=1498)	(N=775)		(N=598)	(N=252)		(N=896)	(N=523)		(N=815)	(N=364)
Up to 6th grade	15.5	14.3	(	14.3	14.7	(	16.3	14.1	(	19.8	20.6
7th or 8th grades	21.0	23.4	(16.9	21.2	21.8	(16.7	20.8	24.1	(17.1	24.9	28.8
High school	50.9	50.9	52.1	52.7	50.8	54.3	49.6	51.1	49.4	41.2	43.4
College	10.9	9.2	26.6	10.2	9.9	25.0	11.4	8.8	28.4	8.1	5.8
Postgraduate	1.7	2.2	4.5	1.5	2.8	3.9	1.9	1.9	4.5	1.0	1.4
Highest formal education of mother	(N=1520)	(N=796)		(N=608)	(N=263)		(N=912)	(N=533)		(N=821)	(N=380)
Up to 6th grade	12.6	13.7	(	11.7	11.4	(	13.3	14.8	(	16.3	18.4
7th or 8th grades	19.4	19.5	(11.8	18.6	21.7	(11.6	19.8	18.4	(12.0	24.1	24.2
High school	59.1	59.9	63.2	61.5	59.7	64.9	57.6	60.0	60.9	52.4	51.1
College	7.8	5.8	23.6	7.1	5.3	22.0	8.2	6.0	25.6	7.1	4.5
Postgraduate	1.1	1.1	1.5	1.1	1.9	1.5	1.1	0.8	1.5	1.1	1.8
Other family members in school	(N=2494)	(N=1215)		(N=900)	(N=370)		(N=1594)	(N=845)		(N=1538)	(N=633)
Elementary	34.5	33.0		31.6	33.8		35.9	32.7		35.3	33.6
Junior High School	20.8	19.3		20.6	17.3		20.9	20.2		21.2	18.2
High School	28.1	32.5		28.0	32.7		28.3	32.4		29.8	34.3
College	15.2	13.6		18.1	13.5		13.6	13.6		12.8	12.8
Postgraduate	1.4	1.6		1.7	2.7		1.3	1.1		0.9	1.1
Most common language spoken at home	(N=1539)	(N=1217)		(N=618)	(N=390)		(N=921)	(N=827)		(N=854)	(N=599)
English	73.4	64.0		77.7	65.1		70.3	63.5		68.5	61.9
Spanish	19.9	19.7		14.8	21.0		23.5	19.2		26.2	26.6
Italian	1.6	4.0		2.3	5.4		1.2	3.4		0.8	1.5
Chinese	1.8	2.9		1.1	1.0		2.3	3.7		2.5	3.3
Yiddish	0.2	2.3		0.5	2.3		-	2.3		0.1	1.5
German	0.3	1.1		0.3	1.5		0.2	0.8		0.1	0.3
Polish	0.3	1.1		0.3	0.5		0.3	1.3		0.4	1.2
French	0.6	0.8		0.3	0.8		0.8	0.8		0.6	0.7
Other Slavic languages	0.5	1.3		0.6	1.0		0.4	1.5		0.2	1.7
Miscellaneous	1.4	2.8		2.1	1.4		1.0	3.5		0.6	1.3

TABLE 13 COMPARISON OF ENTRY STUDENTS IN 27 LARGEST FEEDER HIGH SCHOOLS, FALL 1970 vs FALL 1968
RANKED BY NUMBER OF GRADUATE ENTRANTS AT BMCC: FALL 1970

Rank (no.of grad. Entrants	Name of high school	Fall 1970 No.entry students	Fall 1970 Total diplomas granted January & June 1970	Fall 1970 Entry students as % graduates	Fall 1968 No. entry students	Fall 1968 Total diplomas granted January & June 1968	Fall 1968 Entry students as % graduates	Fall 1970 Total Applying for community college	Fall 1970 Entry students as % comm.coll. applicants
1	Brandeis	73	772	9.5	17	424	4.0	280	26.0
2	W. Irving	39	385	10.1	36	629	5.7	129	45.8
3	Central Comm.	57	539	10.6	46	558	8.2		
4	Seward Park	44	659	6.7	57	623	9.1	106	41.5
5	W.C.Bryant	38	1001	3.8	14	893	1.6	125	30.4
6	G.Washington	37	713	5.2	24	533	4.5	151	24.5
7	J. Richman	28	456	6.1	32	437	6.0	81	46.7
8	Newtown	26	880	2.9				178	14.6
9	C.E.Hughes	25	352	7.1	22	273	8.1	68	36.8
10	B. Franklin	23	304	7.5	10	247	4.0	100	23.0
10	Canarsie	23	1115	2.1				350	6.6
12	L.I.City	21	473	4.4				174	12.1
12	Walton	21	643	3.3				147	14.3
14	Eli Whitney	20	250	8.0					
15	M.D.Recon	19	190	10.0					
16	T. Roosevelt	18	631	2.8	14	686	2.0	180	10.0
16	F.K.Lane	18	748	2.4	12	608	2.0	178	10.1
16	J. Adams	18	810	2.2				25	72.0
16	J. Bowne	18	1017	1.8				133	13.5
16	Jamaica	18	893	2.0				188	9.6
21	Haaren	17	255	6.7	4	175	2.3	78	21.8
21	J. Monroe	17	822	2.1				260	6.5
21	Erasmus	17	1107	1.5				194	8.8
24	E. Childs	16	792	2.0				237	6.8
24	T. Jefferson	16	570	2.8				158	10.1
26	Taft	15	664	2.3	13	767	1.7	90	16.7
26	Forest Hills	15	1061	1.4				208	7.2

NOTE: Blank spaces in fall 1968 columns indicate nonrepresentation among top 27 feeder schools.

TABLE 14

ACADEMIC BACKGROUND AND SCHOLASTIC ACHIEVEMENT AT BMCC OF TWENTY-SEVEN LARGEST FEEDER HIGH SCHOOLS, FALL 1970 RANKED BY NUMBER OF GRADUATE ENTRANTS AT BMCC

Name of High School by Type	Borough	Rank by No. of Grad Entrants	No. Grads among BMCC Freshmen	Average H.S. AV.	SAT SCORES Verbal	SAT SCORES Math	Average GPA Fall 1970	No. of Official Withdrawals	Percent Official Withdrawals
Public Academic-Total									
Brandeis	Manhattan	1	73	70.3	326	322	2.65	10	13.8
W. Irving	Manhattan	2	59	74.5	335	351	2.77	4	6.8
Seward Park	Manhattan	4	44	69.3	292	325	2.76	10	22.8
W.C.Bryant	Queens	5	38	72.6	391	419	3.03	1	2.6
G.Washington	Manhattan	6	37	69.3	288	327	2.57	5	13.5
J. Richman	Manhattan	7	28	73.0	N.T.	N.T.	2.71	5	17.9
Newtown	Queens	8	26	71.9	322	285	3.04	5	19.2
C.E.Hughes	Manhattan	9	25	73.6	N.T.	N.T.	2.60	2	8.0
B. Franklin	Manhattan	10	23	70.5	246	305	2.36	8	34.7
Canarsie	Brooklyn	10	23	70.3	352	385	2.95	4	17.4
L.I. City	Queens	12	21	74.5	343	398	2.95	2	9.5
Walton	Bronx	12	21	70.5	315	317	3.25	2	9.5
T. Roosevelt	Bronx	16	18	72.0	312	325	2.68	1	5.5
F.K.Lane	Brooklyn	16	18	71.4	278	362	2.94	-	-
J. Adams	Queens	16	18	70.1	311	356	2.97	4	22.2
J. Bowne	Queens	16	18	70.0	318	366	3.12	3	16.7
Jamaica	Queens	16	18	74.5	299	402	2.99	1	5.5
Haaren	Manhattan	21	17	68.6	322	289	2.28	7	41.2
J. Monroe	Bronx	21	17	72.0	401	354	2.63	3	17.7
Erasmus	Brooklyn	21	17	66.3	431	468	3.04	1	5.9
E. Childs	Bronx	24	16	67.9	351	395	2.74	3	18.8
T. Jefferson	Brooklyn	24	16	74.0	301	366	2.72	7	43.7
Taft	Bronx	26	15	69.8	292	385	3.02	2	13.3
Forest Hills	Queens	26	15	69.7	682	584	3.21	1	6.7
Public Vocational-Total									
Central Comm.	Manhattan	3	57	76.6	328	308	2.78	16	28.0
Eli Whitney	Brooklyn	14	20	79.5	245	268	2.63	5	25.0
H.D. Bacon	Manhattan	15	19	77.1	507	406	2.55	2	10.5

N.T. = None Taken

TABLE 15

PERCENT DISTRIBUTION OF GRADES, BMCC ENTRY STUDENTS,
BY SELECTED SUBJECTS AND BY HIGH SCHOOL GROUPING
FALL 1970 SEMESTER

SUBJECT	PERCENT OF TOTAL GRADES						
	ALL GRADES	A	B	C	D	F	W
ALL ENTRY STUDENTS							
ALL SUBJECTS	100.0	24.8	34.3	23.8	3.4	0.6	13.2
ENGLISH	100.0	29.1	42.0	18.8	1.8	0.2	8.1
MATH	100.0	30.2	25.2	23.5	6.3	0.4	14.4
ALL OTHER	100.0	22.3	32.5	25.8	3.7	0.7	15.1
ENTRY STUDENTS WITH 70% H.S. AVERAGE AND OVER							
ALL SUBJECTS	100.0	27.0	34.0	23.5	2.9	0.4	12.0
ENGLISH	100.0	30.7	40.2	19.5	1.5	0.3	7.8
MATH	100.0	32.7	24.3	24.3	5.2	0.5	13.1
ALL OTHER	100.0	24.8	32.9	25.2	3.2	0.5	13.5
ENTRY STUDENTS WITH BELOW 70% H.S. AVERAGE							
ALL SUBJECTS	100.0	15.9	35.4	24.2	5.3	1.1	18.0
ENGLISH	100.0	22.8	49.1	15.1	2.5	-	9.4
MATH	100.0	21.7	28.3	20.8	10.4	-	18.9
ALL OTHER	100.0	12.0	30.7	28.3	5.6	1.8	21.6
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ALL GRADES TOTAL BMCC STUDENT BODY	100.0	22.3	31.0	21.0	4.7	1.7	13.1